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ABSTRACT

This text on the education of gifted children is organized into two parts--the first on curriculum principles and the second on applications of those principles. The first chapter examines such topics as theories of intelligence, qualitatively different curricula, and a comprehensive approach to curriculum. Chapter 2 considers several continuums in the learning environment including: learner centered/teacher centered, independence/dependence, open/closed, and flexibility/rigidity. "Content" is discussed in Chapter 3 in terms of abstractness, complexity, variety, organization, and focus on people or methods. "Process" is the focus of the fourth chapter, with sections on higher levels of thinking, open-endedness, discovery, reasoning, group interaction, pacing, and variety. A chapter on "Product" stresses the need for products addressed to real problems and for real audiences as well as principles of evaluation, transformation, and variety. Part 2 presents two author-contributed chapters. The first is "Applying the Principles in an Elementary School Classroom," by Lannie S. Kanevsky. Methods of diffentiating regular classroom curriculum and developing personal learning plans are discussed. The second chapter is "Interdisciplinary Units of Study: Scaffolding at Its Best" (Judith A. Rogers). This chapter presents an interdisciplinary unit on the peoples of the world for gifted second or third grade children and details the unit's objectives, process, products, planning, activities, and evaluation. The final chapter is on the development of scope and sequence in curriculum for gifted students. (Contains approximately 230 references.) (DB)

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